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ABSTRACT

Written for, by, and about adult students, this issue includes a series of articles dealing with various aspects of students' career and educational plans and planning. The following topics are covered: the necessity of taking risks in life; the story of someone who finally gets the nerve to take the General Equivalency Development (GED) test; vocational trades as keys to a good future; the story of a woman who makes time for college in her busy life; steps involved in getting admitted to college; earning college credits for previously acquired knowledge; steps to take to secure a good job; the stories of some GED graduates who found good jobs; and planning for retirement. Also included are a short novel and other pieces of creative writing written by adult students. An accompanying teacher's guide consists of guidelines for using the magazine in an adult education class as well as worksheets dealing with the articles contained in the magazine. (Other issues of this magazine are available separately--see note.) (MN)

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ED217194

A magazine for, by, and about the

Adult Student

Issue 8

TAKING THE NEXT STEP

What will it be for you?

- Read better
- G.E.D.
- Vo-tech
- College
- Job
- Retirement

PLUS:

- Taking risks
- G.E.D. grads on the job now
- Getting into college

PLUS:

- Student writing
- Puzzle
- . . . and more!

SPECIAL! ADULT STUDENT SHORT NOVEL

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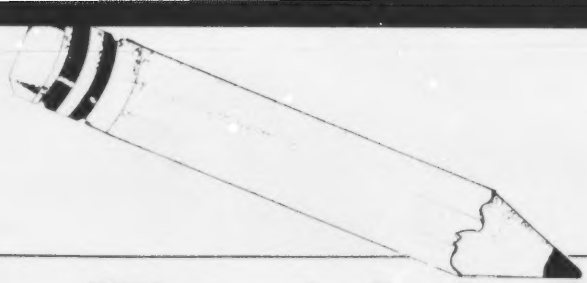

The Adult Student Quiz!

How much do you know about Adult Student magazine?
Mark each statement below TRUE or FALSE.
If you're not sure whether something is true or false, *take a guess!*
Then turn to the inside back cover for the answers.

		TRUE	FALSE
1.	Every issue of Adult Student comes with a Teacher's Guide which contains worksheets for students.	☐	☐
2.	Your adult education program can request free back issues of Adult Student.	☐	☐
3.	Adult Student magazine will print Letters to the Editor.	☐	☐
4.	Adult Student magazine is actually a business trying to make money.	☐	☐
5.	Everything in Adult Student is written at the same reading level.	☐	☐
6.	You can get paid to write for Adult Student.	☐	☐
7.	Free Writer's Guidelines will be sent to you on request.	☐	☐
8.	This magazine can be used to get friends to come to adult education classes.	☐	☐
9.	The Editor would like all students to fill out a Reader Report form.	☐	☐
10.	Readers may give their ideas to the Editor only on a Reader Report.	☐	☐

(Answers on the inside back cover.)

A magazine for, by, and about the

Adult Student

Issue 8

ON THE COVER

Students Michael Baloga and Dominique McElfresh, from the Westmoreland County Employment and Training Administration Adult Education Program in Greensburg, Pennsylvania, are pictured at the doorway of their center. Photograph by Gail Campbell.

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LETTERS TO THE EDITOR

Dear Editor:

I want you to know that I am a resident at Rockview Correctional Institution at Bellfonte, Pennsylvania. I totally enjoyed the Adult Student Magazine. Please do continue sending it to me at all times. I can say nothing but good things about your magazine. I thank you.

R.L. Rhodes

Dear Editor:

May I commend you for your interesting and stimulating Adult Student.

Best wishes for your continued good work.

Cordially yours,
Richard A. Snyder
Senate of Pennsylvania
13th District

SOUNDS OF SILENCE

How many of the words in the list below can you find in the puzzle? Look for them going up, down, backwards, on an angle, or sideways.

R E S P O N S I B I L I T Y
T X X W O N K R N E L P A T
N P Y P A C E C I R I L R E
O E S R E A D S E R K A G I
I C E O K R U N C H S O E R
T T T C O R I S E E C G T A
A A A T E D N E L X E Y U V
V T R O Q A R B N L C Y A I
I I E R R E M A L C L U E P
T O D T N U N O W P E T S S
O N O I T A C I L P P A J E
M C M S R O L E S N U O C T

NOW
COLLEGE
STEP
MODERATE
PACE
UPWARD
VARIETY
STUMBLE
BREAK
EXPERIENCE
EXPECTATION
KNOW
RESPONSIBILITY
SKILL
EXCUSE
MINE
EYES
PAYCHECK
COUNSELOR
PROCTOR
APPLICATION
READ
DINER
TRANSCRIPT
CLEP
MOTIVATION
GOAL
TARGET

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Taking the Next Step

by Kirby Martzall

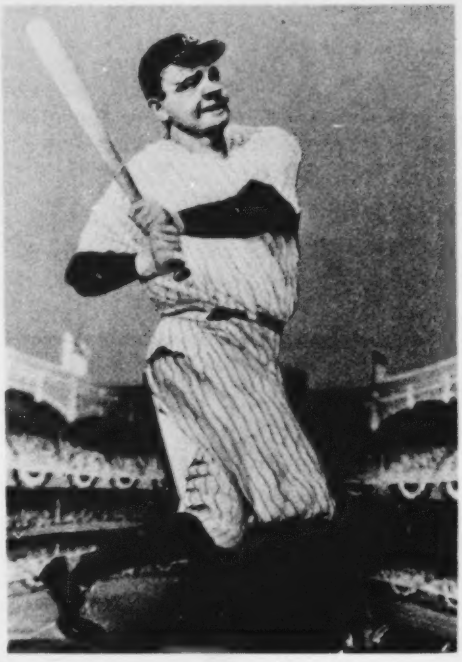
PEOPLE I TALK WITH often say they're "going to do something": go on a diet, change jobs, find a job, go to school, save some money. When I check back only about 10% actually do something. I can't help but speculate why.

My daughter is 18 months old. It was really fun to observe her learning to walk. If she could have described the experience herself, I believe she might have said, "Well, you try to stand up and you sway back and forth. When that stops you move one foot and try to keep your balance. Then you move the other foot and fall down. Then you stand up and move one foot, then the other foot, then you take another step, and another, then you fall down. And you just keep doing this until you get to go where you want to go. It's fun. Here I'll show you. Watch, Daddy!"

How do you describe walking? Is it anything like the way I think my daughter would explain it? Probably not. We adults know that falling down isn't walking. We know that swaying back and forth isn't walking. Walking, as suggested by at least four dictionaries, is moving or advancing on foot in a step fashion at a moderate pace. Of course this definition was written by an adult.

What does all this have to do with you? As an adult you probably want your next step to be forward, upward, and for the better. That's natural, but it's not always the way things work out at first. My daughter and all of us would never have learned to walk if we were afraid of falling. We would never take the next step for fear of losing our footing and tumbling downward. Someone might laugh. You take a risk with your next step. But risk-taking is part of growing as a person.

Who is known as the strikeout king of baseball? Babe Ruth. He is also and more importantly known as one of the greatest all-time home run hitters the game has ever known. Babe Ruth knew he had to swing in order to hit a home run. Sometimes he missed. My daughter is willing to risk in order to walk. Sometimes she falls. It's part of learning and succeeding.



Babe Ruth may have been the home run king, but he was also the strikeout king.

Why do only 10% of the people I talk with actually do what they say they're "going to do"? Because not everyone is willing to actually take the next step. There is a catch. Taking the next step is the only way to grow. When you stop growing you begin dying.

Tie your shoes. Stand up. Take a deep breath. Clear your eyes. check your balance. Take the next step. You and all those around you deserve it. Taking the *next* step means you have already taken *one* step. Maybe you'll stumble somewhere along the way, but keep in mind that even the better baseball players hit only 3 out of 10. It takes courage to take risks, but it's the only way to learn to walk or hit or succeed. Go ahead. Take the next step. •

A TRAVELER'S GUIDE TO GETTING NOWHERE

These ten beliefs will keep you right where you are now.

MIRACLES - I'm waiting for one, and someone will come along and make things right. (They never do.)
BUSY - If only I had the time, it's too much work.
IGNORANCE - I don't know how or where to begin. No one is telling me how. (You have to ask.)
RUT - I never bothered before. I'm comfortable just waiting for something to come along. (It usually doesn't.)
OTHER - No one I know is going anywhere; that's for those other people.
END OF THE WORLD - Hey, I might be dead tomorrow. It's one day at a time. You know how bad things are out there.
EXPERIENCES - Things don't work out when I make plans. I never finish anything.
EXPECTATIONS - I don't expect anything. Aim for nothing and that's what you get. (Anyone can get nothing.)
RISK - No attempts equals no consequences. Anyway, what if things don't work out? (You try something else.)
RESPONSIBILITY - Other people make things happen for me. I don't have any choices. It's not up to me; "they" control my life. ("They" are the same people who fix the roads, predict the weather, and elect politicians.)

CONCLUSION: Exposing excuses often eliminates the need to use excuses.

A TRAVELER'S GUIDE TO GETTING SOMEWHERE

Answer these questions before leaving.

- Why do you want to take this step?
- Where do you want to go?
- When do you want to begin and arrive?
- What do you have to do?
- Who can help you along the way?
- How will you know you've arrived?
- If anything might get in the way, what is it?

Kirby Martzall, a frequent contributor to Adult Student, is Director of the ACCESS Center, specializing in career planning and operating under the Lancaster-Lebanon Intermediate Unit 13 umbrella. Kirby is also head of his own agency, Life Management Associates.

No More Excuses—I'm Ready!

A Story
by Joe and Cindy Geesey

Have you been putting off taking the G.E.D. test when you *know* you're ready?

HERE I AM at the school library. All I have to do now is go inside, sit down, and take a series of five tests. If I pass, I get my G.E.D. diploma. Wow! Look at the people sitting there, just staring, waiting! Maybe I should come back next month. Maybe I'd better study those decimals some more. I'm not really sure about those parts of speech.

Hey! Wait a minute! I'm just making excuses, because I *am* ready! I've attended G.E.D. classes for four months. My practice test scores are good. My teacher believes I'm well prepared and the counselor says I'm more than ready.

But back in September, I didn't think I could do anything. My boss at work suggested I apply for a new position. However, a high school diploma was required for it. No way was I going back to high school. I found out about the G.E.D. classes from a poster on the factory bulletin board. It gave the locations, days and times of the classes. I chose the one closest to home and stopped by one night. I felt very uneasy at first. I hadn't done any book studying in years. But that new position will mean a bigger paycheck.

The classes were all right. The teacher knew her stuff. There were no hassles. The people were all ages, young and old. You could see that this was no high school class. These people wanted to learn and were working at it.

The teacher helped me fill out some registration forms and then asked me if I would take a pre-test. I was ready to leave when she said "test." But then she explained that it was necessary to find out where I needed the most help. A counselor came in the next class night and went over my practice test scores. We sat there and talked about my test and then about things in general. I could really feel his concern for me. He explained that my weak areas

were math and English. He suggested I concentrate on those two areas. We discussed the G.E.D. test—where it is taken, how to register, the cost, how to register for a particular date, and the final scoring. We also talked about the possibilities after I pass the test and get my diploma, such as the local community college.

I attended classes two nights per week. The textbooks were provided so I could study at home. At first, it was a problem getting it together. But slowly, I could see the light. The teacher was really helpful and encouraging.

About December, I took the pre-test again. This time I did pretty well. I registered for the January test, paid the fee and here I am. Well, if those people have confidence in me, then I'll give it my best shot.

I hadn't seen the library since high school. It looked different, more modern, more lighting, newer furniture, much more comfortable than I had remembered. The proctor had us sit two per table, gave us pencils, and explained the testing procedure. Just the way he talked helped to relax me. You know, not ordering us around, but really concerned and helpful. We were given the first test and told to read the instructions, and with sincere "good luck" from the proctor we began.

Once you get started, all the nervousness and butterflies are forgotten. You realize you are prepared, you've studied, and the answers start rolling.

We took the tests on Monday and Tuesday nights. I'll tell you, when I finished on Tuesday, I was tired and my brain was drained. I knew I did my best. We were told we could call the office in about a week for our scores, but my counselor called me two days later with the news. I passed with a 60.2 average. My highest scores were in math and English grammar. Hey, those nights at classes and the time spent studying were all well worth it. I applied for a new position and got it. Now, I'm starting to take business administration courses. And to think, when I got to that library door, I almost turned around and walked away! •

Joe Geesey is a counselor in the A.B.E./G.E.D. program at the Reading Area Community College. His wife, Cindy, is a G.E.D. teacher at the college.

Through their experiences working with G.E.D. students, Joe and Cindy collaborated to write this article about "mentally" preparing to take the G.E.D. test, as seen through a student's eyes.

Stepping Into Vo-Tech Training

by Tana Reiff

MORE AND MORE adults are choosing to go into some sort of vocational training. The future will demand an increasing number of workers with technical or specialized skills. Now's the time for many people to plan ahead and learn a new trade.

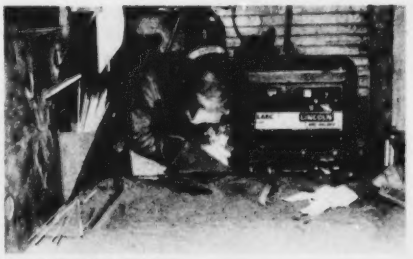
Vocational training programs are sometimes government funded and sometimes privately run. Government programs might be free to eligible adults, might charge a tuition fee based on your ability to pay, or might even offer minimum wage to students who are accepted. Private schools might charge tuition or offer loans and scholarships to students with proven financial need. Make sure you know where

Secretarial skills in Lancaster . . .

you stand in the money situation in any program you look into. At the same time, ask who, if anyone, licenses the school to operate.

The Connelley Skill Learning Center in Pittsburgh began operating 50 years ago. It currently offers 30 training programs, including diesel mechanics, surgical-technical, drafting-designing, licensed practical nursing, carpentry, and bricklaying courses. Most of these require a high school diploma, which adults can earn "under the same roof," explains Maureen Leckenby, a reading specialist at Connelley. Other programs, such as food service, do not require a diploma. Students must be well-prepared in math for a program such as welding.

Students are assisted in finding jobs once they complete their training at Connelley. Of the data processing program graduates, 100% have been placed



Welding in Lancaster . . .

into permanent jobs.

"The beauty of Connelley," says Maureen, "is that a person could come in speaking no English and walk out with a high school diploma and a skill."

The Spanish-American Civic Association's Skills Center in Lancaster currently offers training in welding, building trades, bookkeeping/record-keeping, secretarial skills, and food service. In cooperation with Lancaster-Lebanon Intermediate Unit 13, students can also learn life skills and work for a G.E.D.

Participants in the SACA program must now be CETA-eligible. In the future, however, tuition paying students might be accepted, according to Bill Orstein, who coordinates the program.

"We are giving high school dropouts, ex-offenders, outmates—people who have fallen down between the cracks—a chance they wouldn't otherwise get," says Bill. "They're getting off assistance programs and into a whole new start. We're getting them into permanent, private sector employment and out of the public sector."

Although there are three big vo-tech schools in Lancaster County, Bill says the SACA students "wouldn't be able to get there because they have no transportation."

In Franklin County, as in many areas, vocational training is not so readily available. Adult students can attend practical nursing training at the county vo-tech school, but, according to Dennis Bidwa, head of adult education for Lincoln I.U. 12, many people must drive long distances for training. They may also have to pay tuition to the Cumberland-Perry Vo-Tech School or business schools in Harrisburg.

and Drafting/Designing in Pittsburgh.

The situation is similar in Centre County, according to Edie Gordon, who directs a large A.B.E. program there. Even with Penn State University nearby and the A.B.E. program housed in the vo-tech high school, adults must drive a long way to the DuBois Trade School or South Hills Business School to find full-scale training. Edie's program offers special training in job search and personal development for displaced homemakers.

Training in a variety of technical fields is also available in the Armed Services. Talk to a recruiter in the branch you may be interested in.

To learn about vocational training opportunities in your area, talk to your adult education counselor or make some phone calls on your own. •

SOME WARNING SIGNALS

If a vocational school you're considering does the following, reject it:

- Says or implies it will "guarantee" you a job after completion of the course. Only employers give out jobs. A number of major U.S. firms own vocational schools, but graduation from them is no assurance you'll land a job with the parent company.
- Advertises for students under such headings as "Help Wanted," "Employment" or "Business Opportunities." Legitimate ads for students belong under the headings "Schools," "Education" or "Training."
- Pressures you to sign a contract quickly.
- Makes extravagant claims about the success of graduates, your prospective earnings and the demand for workers. The New York City Consumer Affairs Department recently found that potential computer school students were being told that their opportunities would be virtually unlimited, when in truth the market for programmers without a college education had become extremely tight.

Reprinted by permission from *Changing Times*, the Kiplinger Magazine (March 1975).

The Challenge of College

by Tana Reiff

College: Another Rung on Sally's Ladder

WHEN SALLY KUSUPLOS decided to work toward her G.E.D. diploma, she had no idea she would go to college. She tested at a third grade level back then in 1975 and her English was in need of improvement.

Today, at 41, she is a year away from a college degree in Special Education at Millersville State College. Her goal is to get a Masters degree and then teach blind people. The idea to begin college work didn't occur to Sally until she passed the G.E.D.: "I remember saying to myself, 'We're not stopping here!'"

"Starting adult basic education was harder than starting college," Sally says. "It was like stepping on a ladder. The first rung was the hardest because I had to get my balance. Learning got easier with each higher step."

If there ever was a Superwoman, Sally is it. Besides being a full-time student, she works 40 hours per week managing a restaurant. She also tutors an A.B.E. student five hours a week, teaches Sunday School, is an active member of several organizations in her church, does volunteer work for the Blind Association, and is an officer in the Mothers of Twins Club.

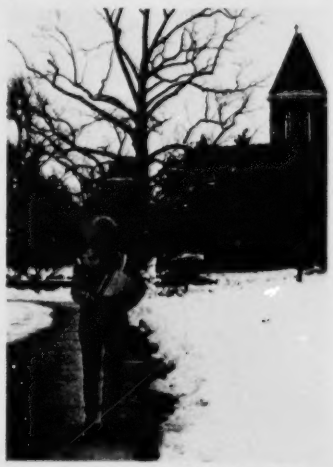
Needless to say, there isn't much time left to sleep. When we caught up with her on campus, she hadn't slept for 48 hours. "And I feel great!" she said. "I want to go home and clean my house!"

Sally loves everything she does, especially going to college, despite being older than most of the students. "At first," she admits, "I felt very awkward here. Even though I was taking only two courses, I was ready to walk out. But the kids are very accepting. They don't see me as an adult—just another student. Sometimes they call me Mom. I've become one of them. Of course, I do have young ideas."

She thinks her relationships with some professors may be closer because of her age. "They know I'm here because I want to learn—not because I have nothing else to do," Sally observes. "They do see me differently. My life experiences correlate more with the professors' than the kids' do."

Another byproduct of her college experience is that Sally gets along better than ever with her three college-age children. "I used to say, 'Why did you get a C and not an A?'" she says. "Now I understand what it takes to get an A!"

Although Sally says that college is hard work, she encourages other G.E.D. graduates to give it a try. "If you can pass the G.E.D. you can make it in college," she advises. "It will take some frustration, but sometimes life itself is a frustrating experience. At least in college you can really see results." •



Always on the go: Sally Kusuplos on campus at Millersville State College.

What's CLEP?

THE COLLEGE-LEVEL Examination Program (CLEP) was introduced in 1967 by the College Entrance Examination Board as a way for people to show they have acquired the equivalent of what is learned in many freshman and sophomore courses. There are General and Subject Examinations in more than 50 college subjects, and you may take one or several tests. Then, a participating college or university will give you real college credits for the areas you have passed.

CLEP is also accepted by many businesses and licensing agencies to meet requirements for certification or promotion.

You can study on your own for CLEP by consulting study guides, available from your counseling office, public library, or bookstore.

CLEP is a marvelous opportunity for adults to document proficiency and save time and money in college. To determine whether or not you are ready for CLEP, send $3.00 to CLEP, College Entrance Examination Board, Box 1821, Princeton, NJ 08540. •

COLLEGE ADMISSIONS: GETTING IN

ALTHOUGH ADMISSIONS procedures vary from college to college, there are many similarities. Most require an application form, transcripts (educational records or G.E.D. test scores), references, and a processing fee. Some schools require S.A.T. (Scholastic Aptitude Test) scores, while others, such as Penn State, instead administer their own Math and English Placement Tests to adult applicants. Some schools, instead of testing, require adults to complete a certain number of courses with a certain grade point average.

If you would like to go to your local community college, call the Admissions Office there. You will probably find the application procedure easiest at a two-year institution. The law requires community colleges to accept all applicants. If you aren't quite ready for college-level work, you might first be enrolled in a brush-up program such as Reading Area Community College's Developmental Studies Program.

If a four-year college or university is where you're headed, even if part-time, write for a catalog. Due to rising costs, many schools no longer mail out catalogs, but will gladly send application information free of charge. If you need more information about a school, check your counseling office or public library where catalogs might be on file. Make sure the catalogs are current, because policies do change. Narrow down your choices of schools so that you don't waste your time or money applying to places that aren't right for you.

Follow each school's application process to the letter. If they want G.E.D. and S.A.T. scores sent by a certain deadline, have them there on time. If they want two letters of reference, don't send three. Make sure the application itself is absolutely legible—typing is always preferred. Be sure to enclose a check or money order for the application fee.

While your applications are being processed, it might be a good idea to assemble a life experience file. Even if a college does not grant life experience credits, the person who interviews you might be impressed. The "file" is a way of proving your capabilities in both paid and volunteer work.

Don't be afraid to ask questions if you don't understand something along the way. It's better to call or write for answers than to miss an important opportunity because of a misunderstanding. •

Getting the Job You *Really* Want

by Timothy D. Myers

ON ANY GIVEN DAY thousands of people in our country are in the process of looking for a job. Some are successful in finding worthwhile employment, but many fail to get the type of job they would really like and be satisfied with. They might end up feeling frustrated, depressed, and hopeless.

IS THIS YOU? If so, have you ever thought about why you may not be succeeding in getting the type of job that is meaningful, utilizes your skills, and pays you a fair wage? Let's first look at some of the reasons for disappointment in the job hunt, then how to make things work out better.

One of the major reasons people get less of a job than they had hoped for is that they are not willing to take the time to find a job that utilizes their interests and abilities. In fact, it is estimated that 80% of the population will spend more time buying a car than preparing for employment.

It is interesting to note that the average person holding a full-time job has 120 or more full days off per year. This is more than enough time to prepare for a better job; however, a great number of people still use lack of time as an excuse for not looking for a more meaningful job or preparing for a career change.

Think about this: In your lifetime you will work somewhere between 60,000 and 90,000 hours. Do you want to work at a job you enjoy and do well or would you rather struggle at a job that fails to meet your needs, has no room for growth, and makes you unhappy? THE CHOICE IS YOURS. Remember, in order to be successful in job hunting, you must be willing to spend as much time as it takes to reach your goal.

A second reason for disappointment in the job hunt is lack of *MOTIVATION*. You will never be successful in anything without some motivation. The sad thing is that most people wait until they are unemployed to become motivated, which can be a mistake. Did you know that your value to any employer drops immediately upon your becoming unemployed? Many employers are suspicious of people who have not been working and do not want to take the chance of hiring them.

Gerald Reynolds "pounds the pavement" in search of the best possible job.

For too many people the substitute for motivation is PROCRASTINATION—your own choice to put off doing anything about your position in life. Unfortunately, for many job hunters, procrastination becomes a way of life that provides an excuse to postpone being motivated.

A third reason for less than success in the job hunt is a lack of PURPOSE. Too many people have no real reason for working other than the money they will earn. These people think a paycheck cures all their employment problems. The truth is that, as your interest in the job decreases, so does the importance of the paycheck.

Everyone needs a purpose—yes, even you—in order to live a full and meaningful life. It is very important when seeking your purpose in life and work to consider the following:

- YOUR GOALS. What do you want to accomplish in your lifetime? Get a big house, a new car, get married, have children, own your own business? How much money do you want to make? What kinds of satisfaction do you want from your work? Make a list of goals, big or small, then seriously work to achieve them.
- YOUR SKILLS. What skills do you have and what type of job would give you the opportunity to use them? What skills do you need to develop in order to reach your job goal?
- YOUR TARGET DATE. How much time are you going to give yourself to reach the goals you have set? Six months, two years?
- YOUR CONTROL OF YOURSELF. You need to decide who is in charge of your life—you or someone else. When you are in charge of your own life, you are responsible only to yourself for what happens.

The thousands of people looking for work every day continue to be depressed, frustrated, and discouraged if they did not think enough of themselves to determine their purpose in life, put in the time to plan their future, and become motivated to go out and make it happen.

WILL THIS BE YOU? Or will you take charge of your life and do what is necessary to get the type of job that is meaningful, utilizes your skills, and pays a fair wage?

Yes, it's a difficult job market these days, but you can probably come closer to your goals than you think. Maybe you'll have to start at the "bottom" to work your way up—with a lot of hard work on the way. But set your sights realistically and you're starting off on the right foot.

Will you take whatever comes along? Or will you help to determine your own life? The choice is yours. •

Tim Myers is a Program Specialist for Adult Education with Lancaster-Lebanon Intermediate Unit 13, establishing A.B.E./E.S.L./G.E.D. classes in local industries as well as developing community education courses through school districts.

LOVING THEIR WORK:

SOME G.E.D. GRADS WHO STEPPED INTO GOOD JOBS

When **AURELIA MENDOZA** got her G.E.D. diploma, she had good reason to be happy. For one thing, she passed on her first try. But, even more important, the diploma made Aurelia eligible to apply for a job as an early childhood specialist with the School District of Lancaster. One week after she passed the G.E.D. test, Aurelia found out she would get the job.

Aurelia was nervous about taking the G.E.D. test. Her teachers told her she was ready, but she put off taking the test for nine months. The chance of a job working with children was the final push.

Now Aurelia is enthusiastic about her work with preschoolers. She helps prepare 14 children to go to school. Twice a week she visits the children's homes and helps them develop motor, language, and social skills.

Aurelia is not finished studying. She has already taken two college courses and is planning to take two more next semester. Her interests are leaning toward Business Administration and Computer Science.

"To me," says Aurelia, "no matter how old you are, education is the key."

WALT CROOM attended G.E.D. classes in North Carolina until he got drafted. He took the G.E.D. test in the Army, but passed only three of the five sections. Then, when he got out of the service, he returned to the adult school in Jacksonville and completed the other two tests.

Walt went on to earn a Bachelors and two Masters. He established the Brownstown Christian Counseling Center where he counsels clients, teaches other professional counselors, and writes books about depression and family counseling.

Now working on his Ph.D. through Trinity Theological Center in Indiana, Walt still looks back at the G.E.D. diploma as his "greatest achievement."

DR. HARRY LEWIS, who helped to compile the 1982-85 State Plan for Adult Education in Pennsylvania, never went to high school. He is, however, a G.E.D. graduate.

Harry came to this country at 13, in 1938, speaking only German. He learned English from a number of sources: English as a Second Language classes at school, exploring New York City with his friends, attending every cowboy movie he had time and money for, and working. (He made his own living from the time he was 14.)

As soon as he turned 18, he joined the Army and served until the end of World War II. By then, he was "too old" to go back to high school, so he went back to work as a watchmaker, in McKeesport, Pa. But he wanted to go to college, to use his G.I. benefits to become a psychologist or teacher. Pennsylvania had no G.E.D. program at that time, so Harry prepared on his own and took the test in New York. He then enrolled at Northern Colorado University.

After graduation Harry taught English in Wyoming, then discovered special education, for which he needed a Master's degree. With a family to support and tuition costs to pay, he took a second job and still found time to make the 100-mile round trip to college three times a week.

Teaching retarded children led to an interest in their homes and parents and eventually to adult education. For his doctorate (another three years of working plus classes) Harry developed a successful system for helping adults read more fluently, easily, and enjoyably.

Harry has worked with migrants and other adults on A.B.E., G.E.D., and college-preparatory levels. He thinks adult students should be encouraged to consider going to college.

"So long as there's still something you want to be or something you're interested in learning, keep going" advises Harry. "You'll find a way if you believe there is one."

Harry is currently Director of Grants and Contracts at Mansfield State College in Mansfield, Pennsylvania.

SUZANNE DISSINGER does the typesetting and paste-up for *Adult Student*. Purely by coincidence, she happens to be a G.E.D. graduate.

Suzy recalls the spring of 1972 when "uncontrollable situations prevented me from continuing my last few months of high school—which meant no diploma." That summer she boldly took the G.E.D. test and passed.

For the next eight years, Suzy worked for various companies. She also got married and had two sons, Eric and Stephen.

Along the way she got involved with typesetting—not set by hand, but "typed" onto an electronic machine, then "photographed" onto special paper. Last year she bought her own equipment with which she operates a typesetting business in her home.

Suzy looks at her G.E.D. as an "open door" because "it helped me obtain the first job that brought me into the typesetting field."

FRANCIS FISCHER hit a turning point in his life when his employer of 29 years went out of business in 1977. At 57, he knew it would be difficult to find a job without a high school diploma. So, having been out of school since 1936, Frank enrolled at the Adult Enrichment Center in Lancaster. "It was really something" Frank recalls. "There were so many studies I didn't have in high school. It was a struggle, I'll tell you."

But, after five months of study, Frank passed the G.E.D. test. He soon landed a job as a bank teller. With 4½ years on the job, he handles not only customer transactions, but also various other duties after the bank is closed. •

Making the Most of the Leisure Years

by Lee Downing

AN ELDERLY MAN began to cry as his son took him to his journey's end at the edge of a cliff. The son looked at his crying father and strongly said, "Father, why are you crying? You taught me our culture and know that you have reached the 'age'—your time has come to an end here on this earth." The father turned and looked at his son and said, "Yes, I know, but I am not crying for myself; I am crying for you, for some day your son will bring you to this cliff."

This primitive custom of disposing of the elderly is a hard account of how centuries ago certain cultures identified with the aging. Although today the typical American view of old age is not as callous, we continue to think in stereotypes and have equated old age with nonproductivity and worthlessness. This is revealed quite well in the everyday colloquialisms we use to describe older people, such as "over the hill", "old man", "old crock." The acceptance of these unfair images that our society has placed on the aging population has caused us to view retirement as dull and boring.

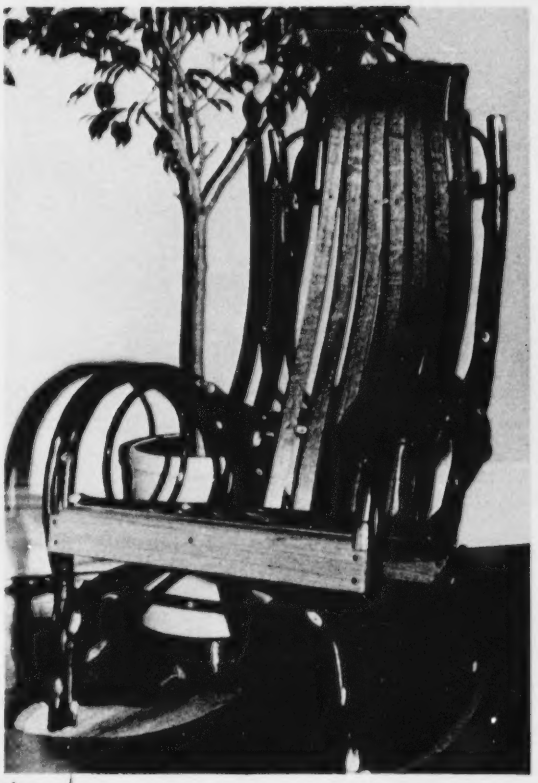
I recall a formerly enthusiastic physician, after having retired, questioning why he felt unhappy, let down, and bored. He analyzed his feelings and concluded, "I've always had some decision or deal to look forward to every day—and now I don't." His preconditioned attitude (work ethic) made him unable to function successfully in leisure time (retirement). His attempt to make a successful transition from the toil of work to leisure disappeared: He became merely a physician without patients, like a machinist without a machine or a personnel director without employees.

Accepting Leisure

To feel satisfied in retirement you must transfer the energy you formerly devoted to making a living to the new business of living well. In the transition you will have to adjust your leisure time.

Begin by accepting the fact that leisure is one of retirement's best characteristics. J.B. Nash, in *The Tragedy of Free Time*, notes that "the age old dream of man has been for leisure—a chance to let down, to do something he has always wanted to do." However, like the physician, many retirees begin to find a changed image of themselves—a feeling of guilt becomes apparent because they no longer are required to "do something useful." To help fill your time in a meaningful way, consider these major purposes that leisure can serve:

- *New experience* - new opportunities to develop your perspective with new sights, places, friends, knowledge.
- *Creativity* - to exercise or develop your talents, create things pleasing to yourself and others.
- *Amusement* - a necessity for a happy, well-balanced life.
- *Recognition* - to maintain your self-esteem, reward your activity.
- *Physical Fitness* - to help maintain your health and good spirits.
- *Income* - earnings from some leisure activities can provide a sense of accomplishment.
- *Growth* - to improve your mind or background through learning.



An empty rocking chair: Retirement is a chance to get out and do things you didn't have time for before.

Preparing for Leisure

Remember when you first started planning for your future? Perhaps you went right out and got some practical experience, or maybe you took a course first to see what to expect. Planning for retirement is no different. How do you see yourself in retirement? Start thinking now about what you will do with those years of opportunity in front of you. When your time becomes your own, you can develop new interests and renew old ones. You can find activities that offer you as much satisfaction as you found in your work.

To help you begin, here are some tips of advice from leisure experts and successful retirees:

- Consider variety; few people can engage in even the most absorbing activity all day, every day.
- Plan some activities you can do alone and some to do with other people. Everyone needs private time to listen to music, read, or just to think. But social contact is vital, too.
- Make sure some of your activities are demanding enough that they're not too easily mastered and provide the challenge of increasing levels of difficulty.
- Consider activities that offer you the sense of contribution to others that is vital to a feeling of self worth.
- Don't overextend yourself. In spite of all our exhortations to keep active, consider quality rather than quantity as your main criterion for choosing activities.
- Once you retire, put some structure into your life by having some sort of routine, however flexible.

Retirement can open up a whole new life. Begin NOW to discover what your leisure interests really are.

Lee Downing is Assistant Director of Leisure Programs at Temple University, Philadelphia, as well as a doctoral student and leisure and pre-retirement counselor for individuals and corporate/industrial clients.

A Place for Everyone

Condensed from the book by Tana Reiff

Dot wants to run her own business. She also wants a high school diploma. How will she find her place in life?

CHAPTER 1

Dot sat at her sewing machine. She had a dress to make for Mrs. Lopez. Dot liked to sew. During the day she had a job in a factory. At night she worked on her sewing.

Dot was 40 years old. She and her mother lived together. They were happy.

But Dot wanted more in life. She wanted to sew for a living, but not in a factory. She wanted to be her own boss.

But something was standing in Dot's way. She couldn't read very well. And she knew she would have to read well to run her own business. She knew she had a problem. But she had never done anything about it.

There was something else, too. Dot wanted to be the first person in her family to get a high school diploma.

"Why don't you go to that adult school?" asked her mother.

"I don't know," said Dot. "They might laugh at the way I read. But I'll think about it."

CHAPTER 2

Since Dot worked during the day, she went to the school at night. A teacher named Chuck showed her around. "You don't have to keep up with anyone," said Chuck. "You do as much as you can."

"I don't read very well," said Dot.

"That's OK, Dot," said Chuck. "We will help you."

Then Dot asked, "Will I be able to get my high school diploma?"

"If you work very hard, you might," Chuck said.

"Why don't you give it a try?"

CHAPTER 3

"Tell me about the high school diploma test," said Dot.

"It's called the G.E.D. test," said Chuck. "But it's a long way off, Dot. Let's just work on your reading. Don't worry about the G.E.D. now, OK?"

"Will you tell me when I'm ready to take the G.E.D.?" asked Dot.

"Yes," said Chuck. Then it was break time.

Dot liked to meet new people. She started to talk to a woman named Maria. "How long have you been working on your G.E.D.?" Dot asked Maria.

"I've been coming here four nights a week for five months."

"Really?" said Dot. "You must really want that diploma."

"I want to get a better job," said Maria. "This means a lot to me."

CHAPTER 4

"Mother," called Dot, "Are you home yet?"

"I'm in the kitchen," her mother said. "I just got home. How was school? You don't look very happy."

"I will have to work a long time before I am ready for the G.E.D. I don't know if I can make it."

"Maybe you should stop thinking about it so much," said Dot's mother. "Just go to school and work. You can't do more than that now!"

CHAPTER 5

One night when Dot was sewing at home, the doorbell rang. It was Mrs. Lopez.

"I think your sewing is beautiful," said Mrs. Lopez. "My daughter is being married next summer. Will you make the dresses for the whole wedding party?"

Dot's eyes opened wide. "Of course," she said.

CHAPTER 6

Dot's sewing work seemed to be going better than her work at school. But she could tell she was reading better.

One night Maria wasn't at school. Chuck said her little boy fell out of a tree and broke his arm.

"That's too bad," said Dot. She knew Maria wanted to take the

Please turn the page

A PLACE FOR EVERYONE, Continued from page 9

G.E.D. test in three weeks. Now she might not be able to. It didn't seem fair. Some students could come to school every night, but they didn't. Maria wanted to come every night, and she couldn't.

Then Dot thought of her mother. If her mother ever got really sick, Dot would have to take care of her. Dot would not be able to come to school either.

When she got home, the house was dark. She called, "Are you home, Mother?" Her mother did not call back to her. She looked in the kitchen. Her mother wasn't there. She looked in the living room. No one was there. She looked in her mother's bedroom.

Her mother was on the floor, face down.

CHAPTER 7

Dot's mother was still alive. Dot ran to the telephone and called the doctor. In ten minutes, a car came to take Dot's mother to the hospital. Dot went along.

She asked the doctor, "Will she be all right?"

"I think she'll live," said the doctor. "But she will have to stay home in bed for a long time."

But what will she do when I'm at work, Dot thought. And what about school? And what about my sewing?

Dot didn't have to worry for long. The next day her boss called all the workers into one place.

"I have bad news," he said. "We must close down the factory. We must lay off all of you. I am very sorry."

Dot was sad to leave her job. But now she could take care of her mother. It would work out well. Dot knew she could make enough money to live on from sewing full time.

CHAPTER 8

Dot went to school that night. She told Chuck what was going on.

"I see why you can't come to school," said Chuck. "We will miss you, Dot. But you can still work toward your G.E.D. You can work on your reading at home. Reading is the key to the test."

"Will I ever get my G.E.D.?" asked Dot.

"The G.E.D. isn't everything," said Chuck. "Right now your mother needs you. And you'll take good care of her. You're good at lots of things."

"I'm not good at school," Dot said. "Even *wanting* to be good doesn't help. But there seem to be things I'm good at without even trying hard. Like my sewing business."

"You're a really strong person, Dot," said Chuck.

"Thanks, Chuck. I needed that," said Dot. And with her arms full of books, she walked out of the school. She didn't know if she would ever get her G.E.D.

CHAPTER 9

After Dot's mother felt better, she asked Dot to read to her. "Please try," said Dot's mother. "I want to hear what's in the newspaper."

Dot read as much as she could. It was fun. Her mother helped her with the hard words. Every day Dot read to her mother. Every day she got better at it.

When she had time, Dot sat in a big chair and read to herself. It made her feel good. She could feel her reading getting better all the time.

CHAPTER 10

Now Dot had more time to build her sewing business. She started to catch up on a pile of sewing.

One day she went to talk to Chuck. "How can I start my own business in the right way?" she asked him. "There must be some things I'm not doing that I should know about."

"First you must fill out a lot of papers," said Chuck. "Then you must keep careful records. I'll help you."

CHAPTER 11

Things were working out well. Dot had lots of sewing to do. She was making plans for her business. And her mother was getting well.

Then Dot's old boss called. He asked her to come back to work. Dot didn't know what to say. The factory job would mean sure money every week. Still, the sewing business would be more fun. She had to think about it.

"I can take care of myself," said Dot's mother. "If you want to go back to work, it's OK with me. Do what you want to do. I know you will do the right thing."

CHAPTER 12

Dot didn't take the factory job. She decided to stay with her sewing. She set up a real business. She made money, but not as much as she would have at the factory.

Keeping track of the money was hard for Dot. She spent too much time doing it. She didn't know how to do the taxes. If they were not done right, she could get into trouble.

So Dot went back to school. When she saw Chuck, she asked about Maria.

"Maria passed her G.E.D. last month," said Chuck. "Now she has her high school diploma."

"Oh, that' so nice," said Dot. "But you know what? I don't need a diploma as much as I thought I did. Right now I must learn more about numbers."

"You might still get your G.E.D. someday," said Chuck.

"That would be nice," said Dot. "But I must take one thing at a time. I see that now. I see now that I'm good at lots of things. Now my life is in order. I just need help with numbers for my business."

"I knew all along that you were good at a lot of things," said Chuck. "You just had to find out for yourself. It's nice to have you back at school. Let's get to work." •

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BALLAD OF A MAN IN LOVE

by Robert L. Rittenbaugh II

Bucks County Prison
Doylestown, Pa

Once upon a time, in a little bar,
A man met a dancer and saw love from afar.
He was happy that night, not filled with sorrow,
For he had a date with her tomorrow.

In pouring down rain on his bike he did ride,
Over twenty miles to be by her side;
Soaked to the bone, and fighting a chill,
He saw the dancer leave, with someone named Bill.

The man sat down and had a drink;
He needed to dry out—he needed to think.
"Why did she leave with another guy?"
Wondered the man, as he let out a sigh.

Yet the man returned, night after night,
Hoping to see the dancer in sight.
He was rewarded one night, as she walked in the door,
He got up and met her in the middle of the floor.

He asked her again for her company.
This time the girl could plainly see
That here was a man who would not quit,
Until by his side, she would sit.

They went to a restaurant that was not far,
He on his bike, she in her car.
She looked in his eyes, and saw a light;
She took him home with her that night.

For hours they made love tenderly,
Until again the girl could see
This was a man who proved he dared,
To show her that he really cared.

The next few weeks were heavenly bliss.
The man was in love from the very first kiss.
The love came from deep within his heart.
His love for her would never part.

For her love he did thirst,
But he faced trouble from the very first.
She wasn't capable of loving him,
So one day she left—on a whim.

Alone again. his heart filled with pain,
The man dreamed of being with her again.
Every night he tossed in his sleep,
Visions of her he'd always keep.

Weeks went by until a knock on his door,
Found her standing there, wanting to try once more.
She stood there not knowing what to do,
Until the man said, "Come in, I love you."

Nine months later, it was done.
She gave birth to a beautiful son.
The look on her face filled the man with joy.
A beautiful woman—a beautiful boy!

One year after—not by chance,
The girl decided she'd rather dance.
Of her family, she showed no care,
She would rather be out somewhere.

He tried his best to make it work.
All his friends called him a jerk.
Yet, he stood by her through thick and thin,
Always hoping her love he'd win.

After four years things got worse:
She was always yelling—she started to curse.
She had no time for her son or him.
Her so-called love was growing dim.

Still he tried with all his might,
To calm the girl without a fight.
Night after night she left them alone;
One place or another, she was never home.

The man got nervous—he started to shake.
His lonely heart was starting to break!
Still he tried—still he fought,
Till every nerve in him was taut!

Every night the man lay awake,
Hoping she would call—for his sake;
He was always worrying if she's all right,
Yet, the phone was quiet every night.

Every young child needs the love of its mother,
But this boy's mom would hardly bother.
The man ended up with a tough job to do;
The job of father—and mother, too.

Still every day the man would try,
And sometimes at night he would quietly cry.
The pain in his chest gradually doubled;
He tried not to show how much he was troubled.

After five years she wanted to be
On her own—so she could be free.
She treated her family worse than before;
She hurt the man to his very core.

She always tried with all her might,
To push the man into a fight.
Sooner or later she knew it would come,
Because to her—all men were dumb.

Till one day her wishes came true:
The man did what she wanted him to.
He finally succumbed—he couldn't take anymore—
She pushed him too far—he knocked her to the floor.

He was immediately sorry, but she didn't care;
She had her excuse for getting out of there.
She wanted to be with another man,
And to do it any way she can.

She didn't care where he went;
So to the county jail he was sent.
She was cold—so could not see
How much the man was filled with misery.

To this day he gets no mail;
He's all alone in the county jail.
While she runs around free as a lark,
He lies awake thinking of her, long after dark.

The love he has is very rare:
After all she has done to even dare
To want her back as his wife,
To be with her the rest of his life.

What she has done, he doesn't care.
The love he has for her is still there.
Every weekend he'll sit and wait,
Praying the one he loves shows up at the prison gate.

Yet every weekend he remains alone,
Feeling sad about losing his home,
Always hoping that one day she'll see
Exactly how good his love can be.

Their son is still stranded, alone and sad,
Wondering what happened to his dad;
His dad knows—and so does she,
But how much can a child know at the age of three?

And still every night the man dreams of her,
Of them, being back together.
The only thing he's ever wanted in his whole life,
Is to be wanted and loved by his son and wife.

So, Jane, if your love for this man may seem dim,
Give it another try—go back to him.
All he wants is a brand new start;
For you see, Jane, he still loves you,
WITH ALL HIS HEART!

VIETNAMESE STUDENTS TELL ABOUT THEMSELVES

Eleanor H. Gard's English as a Second Language Class at Pittsburgh's Connelley Skill Learning Center wrote about coming to the United States from Southeast Asia. Here are four of their stories.

GIANG KIEN NGUYEN

My name is Giang Kien Nguyen and I'm Vietnamese. However, I was born in Cambodia and lived there for eight years. After that I went to Viet Nam and lived there for nine years. I left Viet Nam in 1979 and lived in Thailand for eleven months. Then I left for Indonesia where I lived for three months. Last year I lived in California for three months. But now I live in Pittsburgh!

I speak Vietnamese and Cambodian. I studied Cambodian three years, but now I forget a lot of it. When I first came to this country five months ago, I did not know how to speak English. Then I got a sponsor who could help me to learn to speak and write. I am learning as much as I can. I am increasing my knowledge. I feel very glad to be at Connelley.

DUNG TAI NGO

My name is Dung Tai Ngo. I come from Viet Nam and I've been here about eight months. I couldn't speak English well, so I came to the Connelley Skill Learning Center. Right now my English is better. The more I study, the more I like it.

When I first came here, it was winter time. Sitting on the airplane and looking out of its windows, I saw snow for the first time. It was one of the most beautiful sights that I'd ever seen. "Oh, how beautiful!" I said to myself.

A few days later, people from my sponsor's church gave me a lot of clothes and I felt very sorry for my family still living in Viet Nam. Right now, my oldest sister is still in the re-education camp because she tried to escape and was taken by the Viet Cong.

All of my life has changed. I must live far away from my country, my family and my friends. Of course, I'll always miss them. However, I have to work for my new life in the United States.

CHI VAN LAI

My name is Chi Van Lai. I come from Viet Nam. I was born on July 4, 1960. I have been here almost two years. Now I am working at Eat'n Park Restaurant. I pick up a lot of English because I am working in an American restaurant. Also I am going to school at Connelley Skill Learning Center every day. When I first came to the United States, I couldn't speak English. Also when people spoke to me, I couldn't understand what they said. Now I know which word is a noun or pronoun; also some of the grammar. Now I am very happy I can understand a little what people say. I'm glad I have a good teacher and good friends. They help me a lot.

MY NA LY

I come from Viet Nam. I had a very difficult and terrible time escaping. I'll never forget it all my life. Now I have been here about eight months. I can speak only Chinese and Vietnamese. I have been studying English for six hours every day. But it is not sufficient for me. English is so difficult for me. Although I had studied English for two months in my country, I still didn't know anything just like a person who had never studied before. But, now, I can understand English better than when I just came and I have learned about American customs too. •

HAVING MIXED FEELINGS

by Ken Heiser
Delaware County Literacy
Chester, PA

I have mixed feelings
about learning to read sometimes.
I am thirty two years old.
Sometimes I feel down, and
Sometimes I'd like to give up.
But when I read a book
or the newspaper
or a note from my boss
or a letter from a friend—
that makes me feel good.
When I try to read the Bible
I feel very, very good.

ON LIFE

by Charlotte Konieczny
Lutheran Settlement House
Women's Program
Philadelphia, PA

My name is Charlotte Konieczy. I was born on Oct. 23, 1943 in Philadelphia. I am the youngest of ten children. I came from a very close-knit family with overwhelming love. I guess I was and still am spoiled. My childhood was beautiful. We weren't rich, but it seems that my mother and father got me whatever I wanted except a bike.

When I was twelve, my father passed away. It was rough on my mother because she still had two girls to raise. I think she did a wonderful job.

I caused a lot of heartache because I was a daring child—first to smoke and drink and to get married so very young. At sixteen I thought I was in love. I found out differently. At seventeen I had a baby which never had a chance—the baby was a stillborn. I guess it was for the best (that's what everyone said).

Well, I worked two jobs to get my divorce and finally did.

In 1965 I was working at Technitrol Company and was having a good time, when I met Fred at the T.W. Bar. I went to audition with a group and there he was. At first I was afraid. I thought all men were after one thing. Well, Fred was different, and I was floating around after that weekend. He wined and dined me. We were married nineteen days later. It was total bliss.

In January 1966 we had our first daughter, Charlene. She was born with a bad kidney which had to be removed or else. Today, she is fifteen and a beautiful young lady.

Then in April 1969 Fred II comes along. He was a big 10½ pound baby. Eighteen months later came Kevin, the roly-poly weighing in at over 12 pounds.

After three years, when I thought I was finished having babies, along came Susan at 9½ pounds. With her I almost died, so my darling husband had a vasectomy so I would be safe because another baby would have done the job.

We have our ups and downs like most families, but we're still trying.

I've enrolled in a G.E.D. class to help my family by bettering myself, and today I received in the mail an appointment for interviewing for an I.R.S. job. •

Adult Student Teacher's Guide

Issue 8

HOW TO USE THIS TEACHER'S GUIDE WITH ADULT STUDENT MAGAZINE

1. DUPLICATE THE WORKSHEETS by any means: photocopy, offset, or from a thermal master.

2. ASSIGN WORKSHEETS according to the codes in the top outside corners:

● A.B.E. 1 (Approx. grade levels 1-4)

●● A.B.E. 2 (Approx. grade levels 5-8)

▲ E.S.L. (High Beginner-Low Interm.)

■ G.E.D. (Approx. grade levels 9-12)

3. "ANSWER THESE" QUESTIONS may be discussed as a group...or have students write their answers on another sheet of paper. The questions are coded as follows:

No mark: Recall question (answer derived directly from magazine text)

*: Inference question (answer derived by making an assumption based on information provided in the text)

**: Opinion question (no right or wrong answer)

4. CHECK AND/OR DISCUSS ANSWERS using the Answer Key in this guide. You may also have plenty of ideas for activities that will expand the ideas from the articles and worksheets.

5. FILL OUT THE READER REPORTS, provided with your shipment. Please have every student fill a Reader Report as part of the activity of using Adult Student magazine. Thank you for helping.

ANSWER KEY

TAKING THE NEXT STEP (mag. p. 2)
Because this is a "thinking" activity, there are no right or wrong answers. There are, however, several possible ways of approaching the assignment. Although the answers are personal, you may want to work as a group. If working individually, some students may require some guidance from you. You or your school counselor can take this opportunity to further discuss with students the planning of their futures.

NO MORE EXCUSES--I'M READY!(mag.p.3)
Answer These: 1. Someone who is about to take the G.E.D. test. He is at the test site, the school library. 2. Either one: That he doesn't know his decimals well enough. That he's not sure about the parts of speech. 3. He did well on a pre-test and his teacher and counselor told him he was ready. 4. A poster on the factory bulletin board. 5. a.To get a bigger paycheck (to get a promotion). b. Variable. 6. That people were concerned about him; that he did well. 7. Once he got started. 8. He got his new position (also, he is starting business administration courses). 9. Variable.
Word Study: 1. In any order: decimals, necessary, concentrate, confidence, procedure, sincere. 2. series. 3. Any four in any order: noun, verb, adjective, adverb, conjunction, preposition, article (or determiner), etc.

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4. Suggestion: Think of a bull, with two l's. Other ideas are permissible. 5. a; e. 6. At a test.

GETTING THE JOB YOU *REALLY* WANT (mag. p. 6)

Answer These: 1. They're not willing to spend the time to find a good job. 2. Waiting until they're unemployed. 3. Putting off a task until sometime in the future when it could be done now. 4. Because as interest in a job decreases, so does the importance of the paycheck. 5.-8. Variable.

Word Study: 1. All answers are variable. Some suggestions: b. Don't forget the e at the end. c. Two g's. d. One s, two p's. e. Watch out for the ci that sounds like "sh". f. It ends with "nation". g. Only one l at the end. h. Double the l in an adverb like this. 2. b. populate. c. motivate. d. procrastinate. e. depress. 3. a. utilization. b. substitution. c. determination. 4. Variable.

MAKING THE MOST OF THE LEISURE YEARS (mag. p. 8)

Answer These: All answers are variable. As in "Taking the Next Step" the activity might be interesting when discussed as a group.

Additional references on the subject of retirement leisure, as suggested by Lee Downing, are:

Charter for Leisure, World Leisure and Recreation Association, 1962.

H. Corbin and W. Tait, *Education for Leisure*. Englewood Cliffs: Prentice-Hall, Inc., 1953.

J. Nash, *Philosophy of Recreation and Leisure*. Dubuque, Iowa: William C. Brown Company, 1953.

J. Pieper, *Leisure: The Basis of Culture*. New York: New American Library, 1932.

A PLACE FOR EVERYONE (mag. pp. 9-10)

Page 7: "1-2-3": Answers are provided at the bottom of the page for students' self-checking. Page 8: All answers are variable. These "think" questions are rich in ideas for stimulating group discussion. The questions on page 8 are reprinted from *A Place for Everyone* by Tana Reiff, while the activities on page 7 and below are from the *LifeTimes Curriculum Guide* (Pitman Learning, Inc., 1979).

Related Activities

1. In *A Place for Everyone*, Dot had to review her life and decide what was most important to her. Try having students list activities in their own lives. Then have them rank-order the activities to determine which are more important than others. A composition or discussion could culminate the activity.
2. If you are prepared to deal with the subject, you may want to hold a discussion (privately or in a group) on the personal importance of a high school education to your particular adult students. Does a diploma make a person better? Does it improve career possibilities or earning potential? If so, what are specific examples of a high school education that paid off? Do your students want a high school diploma? If so, why? If not, why not? Is a person assured of getting a desired job if he or she has a high school diploma? Are other things in life more important? Do your students feel they are better at other things than at schoolwork? Should goals be altered (up or down) to better suit ability? This is a large and important topic.
3. Discuss the procedure for obtaining a high school diploma. Use the Supplementary Vocabulary to generate the discussion.
4. Devise a *plan of action* for an emergency, such as a heart attack. It's unwise to attempt CPR (cardio-pulmonary resuscitation) if one is untrained, so what should one do?
5. Try an experiment. Ask for volunteers who want to try reading more at home. Offer to check them periodically to see if there is any progress in their reading ability. If you have students who will be with you for several months, they may be very happy with the results of this experiment.
6. If students are interested, discuss the equipment and supplies necessary to start a sewing business or any business they are interested in.

TAKING THE NEXT STEP

▲/●●/■ 2

FOR USE WITH MAGAZINE PAGE

Here is an activity to help you think about your "next steps" in life.

STEP ONE: a. Write today's date: _____

b. Think of one thing you would like to get done before today is over:

_____

c. What is something you might have to do to prepare for this?

_____

d. What risks, big or small, are involved in this task?

_____

e. Why is it important to you to accomplish this goal?

_____

STEP TWO: a. Write the date of the day that is one week from today:

_____

b. Think of one thing you would like to get done before that date:

_____

c. Preparation: _____

d. Risks: _____

e. Why important: _____

STEP THREE: a. Write the date of the day that is one year from today:

_____

b. Think of one thing you would like to get done before that date:

_____

c. Preparation: _____

d. Risks: _____

e. Why important: _____

STEP FOUR: What will your life be like five years from today? Write a paragraph describing that time. Use other paper if you need more space.

_____

_____

_____

_____

KEEP THIS PAPER IN A SAFE PLACE AT HOME. CHECK IT SOMETIME IN THE FUTURE. HOW MUCH HAVE YOU ACCOMPLISHED? AT THAT TIME, MAKE CHANGES TO FIT YOUR NEW IDEAS.

●●/■ 3
FOR USE WITH MAGAZINE PAGE

NO MORE EXCUSES--I'M READY!

Answer These

* 1. Who is talking in this story? What is he doing at the beginning of the story?
2. What is one excuse the person uses to avoid taking the test?
3. How does this person know he's ready for the G.E.D. test?
4. How did this person find out about G.E.D. classes? **How did you find out?
5. Why did this person want a diploma? **Why do you want a diploma?
* 6. What surprised this person about going to school?
7. When did this person stop being nervous about the test?
8. How did the diploma pay off for the person in the story?
** 9. In what ways would you feel the same as the person in the story? In what ways would you feel differently?

Word Study

series
decimals
parts of speech
counselor
bulletin
necessary
concentrate
confidence
procedure
sincere
proctor
grammar

1. Find six words from the list that contain a c that sounds like "s".

   a._____ d._____

   b._____ e._____

   c._____ f._____

2. Which word looks like a plural but is actually a singular?

   _____.

3. You have probably studied parts of speech in your English class. Name at least four parts of speech.

   a._____ c._____

   b._____ d._____

4. What is a way you could remember how to spell bulletin?

   _____

5. One way to remember the spelling of a word is to change it to another form where you can hear certain letters in a different way. For example, if you changed medicine to medical, you can hear the c in a different way. Then you can remember that medicine contains a c, not an s.

If we change grammar to grammarian, what problem letter becomes clearer?_____
If we change confidence to confidential, what problem vowel becomes clearer?___

6. What is probably the only place you'll ever find a proctor?

_____

GETTING THE JOB YOU *REALLY* WANT

FOR USE WITH MAGAZINE PAGE 6

Answer These

1. What is the main reason that most people do not get the type of job they really want?
2. When it comes to getting motivated about seeking a new job, what mistake do many people make?
3. What is procrastination?
4. Why does the author think it is important to have a purpose in looking for a job (other than money)?

** 5. How important is it to you to have a purpose in life?
** 6. If you have a purpose in life, what is it?
** 7. What is your idea of a good job?
** 8. In what ways do you let other people control your life? How could you change this?

Word Study

frustration
depression
meaningful
utilize
population
struggle
disappointment
motivation
substitute
suspicious
procrastination
mercy
realistically
determine

1. For each of the following words, think about how it might be difficult to spell. Then write a "spelling "hint" that would help you remember how to spell it. The first one is done for you as a sample.

   a. mercy: The "s" sound is spelled with c.

   b. determine: _____

   c. struggle: _____

   d. disappointment: _____

   e. suspicious: _____

   f. procrastination: _____

   g. meaningful: _____

   h. realistically: _____

2. Change the following words from nouns to verbs. The first one is done for you.

   a. frustration frustrate

   b. population _____

   c. motivation _____

   d. procrastination _____

   e. depression _____

3. Change the following words from verbs to nouns. a. utilize _____

   b. substitute _____ c. determine _____

4. Use each word in the list in its own new sentence. Write on separate paper.

FOR USE WITH MAGAZINE PAGE 8

MAKING THE MOST OF THE LEISURE YEARS

Answer These

WHAT DO YOU WANT TO DO?

Part 1: *The following self-assessment questions will help you choose your retirement activities. You may want to check both alternatives on some questions.*

1. Do you like to do things alone or with other people?

   a. alone b. with others

2. Are you a self-starter or do you need a push?

   a. self-starter b. need a push

3. Do you prefer playing for fun or playing to win?

   a. fun b. win

4. Do you prefer competitive sports or programmed exercise?

   a. sports b. exercise

5. Do you want to satisfy yourself or become a recognized expert?

   a. satisfy self b. become expert

6. Do you read for pleasure or to learn "how to do it"?

   a. pleasure b. how to do it

7. Do you want to do something for fun or to make money?

   a. fun b. money

8. Would you rather work with people or with ideas?

   a. people b. ideas

Part 2: *Now, your answers to the following questions provide further clues to how you'll want to use use your time in the future.*

1. My favorite job-related activities are:
   writing organizing training working with others other_____

2. My favorite spare-time activities are:
   reading sports hobbies theater other_____

3. I've enjoyed participating in:
   politics social clubs community service music other_____

4. I've always wanted to:
   write play an instrument paint travel other_____

5. My special skills are:
   helping others listening singing building other_____

Adapted from *A Guide to Recreation and Leisure* by Don Weiskopf, published by Allyn and Bacon, Inc., Boston, Massachusetts, 1975, page 293.

Name A PLACE FOR EVERYONE

Activity: 1-2-3

Read each group of sentences. Write a *1* beside what happened first. Write a *2* beside what happened second. Write a *3* beside what happened third.

GROUP A

_____ Dot started going to school.

_____ Dot saw an ad on TV.

_____ Dot went to see the school.

GROUP B

_____ Maria had to stop going to school.

_____ Dot stopped going to school.

_____ Dot's mother got sick.

GROUP C

_____ Dot stayed home to take care of her mother.

_____ Dot's boss laid her off.

_____ Dot's mother got sick.

GROUP D

_____ Dot's mother came home.

_____ Dot read the newspaper to her mother.

_____ Dot went to a store and bought books.

GROUP E

_____ Dot read at home.

_____ Dot went back to school.

_____ Chuck gave Dot books to read at home.

GROUP F

_____ Dot went back to school.

_____ The boss asked Dot to come back.

_____ Dot set up a sewing business.

GROUP G. Here are the big things that happened in the book. Number them in the order they happened.

_____ Dot's mother got sick.

_____ Dot went back to school.

_____ Dot started going to school.

_____ Dot stopped going to school.

_____ Dot started a sewing business.

A MAKEMASTER® Duplicatable Activity Sheet

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Answers: Group A: 3, 1, 2 B: 1, 3, 2 C: 3, 2, 1 D: 1, 2, 3
E: 2, 3, 1 F: 3, 1, 2 G: 2, 5, 1, 3, 4

●/▲ FOR USE WITH MAGAZINE PAGES 9/10

A PLACE FOR EVERYONE

Answer These

The following questions make you think -- about the story and about yourself. There are no right or wrong answers. Write your answers or talk about them with other students.

CHAPTER 1

1. Do you think a person ever stops learning? Why or why not?
2. What more do you want in life? Do you think you'll ever get it?
3. How important is reading in your life?
4. Why is it hard for some people to go back to school?

CHAPTER 2

1. How do you like to learn -- in a group or by yourself?
2. Do you think adults should go to school with kids? Why or why not?

CHAPTER 3

1. Is there something you want that you will work hard to get?
2. What do you like to read? What don't you like to read? Why?

CHAPTER 4

1. What do you think about giving up? Can it be good as well as not good?
2. What does it mean when someone says to take "one step at a time"?

CHAPTER 5

1. What is the nicest surprise you ever had?
2. Do you believe the saying "Nothing succeeds like success"?

CHAPTER 6

1. Do you ever get angry at someone who has a chance to do something and doesn't do it? Why do you think such people don't take chances?
2. Have you ever felt your own reading getting better?
3. What do you do when something is hard for you?

CHAPTER 7

1. When someone gets laid off from work, how might he or she make ends meet?
2. How would you feel about life if you were Dot?

CHAPTER 8

1. Did you ever want something so much that you couldn't stop thinking about it? What was it?
2. Do you think a person shouldn't try to do things that are hard? Why or why not?
3. Do you think everyone needs a high school diploma?

CHAPTER 9

1. Is there anyone you help who helps you, too?
2. What books do you like the best?
3. What parts of the newspaper do you read the most? Why?
4. Do you ever read books at home for fun or learning?

CHAPTER 10

1. What have you ever done or bought because you heard about it from a friend?
2. If you make up your mind to do something, do you stick to it? Why or why not?
3. If you tell someone something will be done, do you do it on time? Why or why not?

CHAPTER 11

1. Would you rather work for a lot of money at a job you didn't like or make less money at a job you liked?
2. What things can you do to help you keep a job?

CHAPTER 12

1. If you want to know more about something, what do you do?
2. Do you think that every person is good at something? Why or why not?
3. List 10 things you are good at.
4. Have you ever heard this saying: "A place for everything and everything in its place"? Do you think there is a place for *everyone*, too?

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The Adult Student Quiz

Answers

Check your answers to the quiz you took on the inside front cover. Be sure to read why the answer is true or false.

1. TRUE. The Teacher's Guide that comes with each issue contains activities for each feature article in the magazine. Your teacher can make copies of the worksheets to give to each student. If you have not received these worksheets, tell your teacher now.

2. TRUE. Back issues may be used anytime because they are not dated. In other words, they never get old. Copies of Issues 1 through 6 will be sent to your program as long as they last. We also have Teacher's Guides for Issues 3 through 6. Tell your teacher to order your free copies from AdvancE, Stayer Research and Learning Center, Millersville State College, Millersville, PA 17551. First come, first served!

3. TRUE. We are happy to print your ideas and opinions. Just send your letter to Tana Reiff, Editor, Adult Student Magazine, P.O. Box 182, Lancaster, PA 17603.

4. FALSE. Adult Student receives funding from the Pennsylvania Department of Education through the United States Department of Education. The magazine is here for you, the student, as well as to tell other people what's going on in adult education. It is *not* a money-making project! In fact, we take no paid advertising.

5. FALSE. Articles in Adult Student are written at different reading levels. Some are easy; some are more difficult. You can probably tell which is which just by reading them, since the easier articles are in bigger print. The Teacher's Guide codes articles as: A.B.E.-1, A.B.E.-2, E.S.L., and G.E.D. Of course, you'll probably find most of the articles interesting, no matter what the reading level.

6. TRUE. Other than Letters to the Editor, you can get paid $5 for a short "Student Writing" piece and up to $25 for a longer article with a picture.

7. TRUE. Our Writer's Guidelines will help you a lot in planning your writing. If your teacher does not have a copy, send us a note asking for the Writer's Guidelines. Please send along an envelope with your name and address and a stamp on it.

8. TRUE. If you have a copy of Adult Student of your own, don't throw it away! Show or give it to a friend who might want to come to adult education classes. You'll be doing a big favor.

9. TRUE. Your teacher will give you a Reader Report, so please fill it out and send it to Adult Student, P.O. Box 182, Lancaster, PA 17603. If we're doing something wrong, we need you to tell us about it. And if we're doing something right, we like to hear about that, too!

10. FALSE. The Reader Report is a good way to hear from you, but it's not the only way. You can also write a Letter to the Editor (see #3). If you don't want your letter to be printed in the magazine, please say so. No matter how you do it, please let us hear from you!

Adult Student

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